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ABSTRACT

Designed for individualized study or inservice situations, the module is intended for training professional educators or paraprofessionals, under the supervision of professionals, in the proper administration of screening instruments. Emphasis is placed on the ability to provide valid data to diagnosticians. The work booklet covers the following screening devices: Peabody Picture Vocabulary Test, Slosson Intelligence Test, Slosson Drawing Coordination Test, Draw A-Person Test, and Motor Development Checklist. (SBH)

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ED154580

A PROGRAMMED MODULE FOR THE DEVELOPMENT OF COMPETENCY IN SCREENING TECHNIQUES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EC 110393

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RATIONALE

Because many situations call for screening to be done by persons other than certified diagnosticians the need for competence in this area is evident.

Therefore, this module was devised to train professional educators or para-professionals, under the supervision of professionals, in the proper administration of a screening instrument. Emphasis is placed on the ability to provide valid data to diagnosticians. This will allow the diagnostician to concentrate their time on interpreting data, determining need for further evaluation, deciding upon additional instruments necessary to measure areas of possible deficiencies, administering these instruments and developing individualized educational plans.

The screening devices included in this module are:

PEABODY PICTURE VOCABULARY TEST

SLOSSON INTELLIGENCE TEST

SLOSSON DRAWING COORDINATION TEST

DRAW-A-PERSON

MOTOR DEVELOPMENTAL CHECKLIST

It it our hope that this module will result in the demonstration of competence in screening by those designated by school administrations as responsible for valid evaluation of referred clients.

METHOD FOR ACQUISITION OF COMPETENCY

This module is designed primarily for individualized study but can be adapted to small or in-service situations.

NOTE*

IN ORDER TO PRESERVE THIS MODULE FOR FURTHER USE, DO NOT WRITE YOUR ANSWERS IN THIS BOOKLET.

ENTRY LEVEL

Yes	No		
_____	_____	1.	Have you read the manuals provided for each screening instrument in the screening package?
_____	_____	2.	Are you familiar with the testing materials used in the Peabody Picture Vocabulary Test?
_____	_____	3.	Have you administered any of the screening instruments: Slosson Drawing Coordination Test, Draw-A-Person or the Motor Developmental Checklist?
_____	_____	4.	Do you feel competent in an actual screening situation?

If you feel you need additional development in any of the above areas, this module will provide activities designed to enhance that development.

PERFORMANCE OBJECTIVE

At the completion of the module, the participant will be able to assess a client's needs for further evaluation through the proper administration of the screening instruments included in the assessment package.

PEABODY PICTURE

VOCABULARY TEST

The Peabody Picture Vocabulary Test is a wide range picture vocabulary test utilizing a graduated series of 150 plates, each containing four pictures. It is especially appropriate for speech impaired, cerebral palsied, withdrawn, distractable, mentally retarded, and remedial reading cases.

PEABODY PICTURE VOCABULARY TEST

Activity I.

Take a look at these questions.

A. How many different scoresheet forms are available for this instrument?

_____

_____

B. About how much time is usually needed to administer the test?

_____

_____

C. For what age range is this instrument best suited?

_____

_____

D. How is a basal score established?_____

_____

E. How is the determination to discontinue the test made?

_____

_____

THE INABILITY TO ANSWER ALL OF THE ABOVE QUESTIONS CORRECTLY NECESSITATES COMPLETING THE REMAINDER OF THIS EBISODE.

Activity II. Read the PPVT Manual carefully.

Activity III. Assemble the necessary materials for administering the instrument. (see key)

Activity IV. For practice, administer the PPVT instrument to a minimum of three children whose ages vary and who are comparable to those whom you will be serving.

Child	Date	Birth	C.A.	Raw Score	I.Q.	%	M.A.
A							
B							
C							

Activity V. Arrange for an observer to monitor and evaluate your administration of this instrument in an actual screening situation using the Observational Evaluation Checklist provided.

Activity VI. Do you remember the answers to these?

A. How many different scoresheet forms are available for this instrument?

_____

_____

B. About how much time is usually needed to administer the test?

_____

_____

C. For what age range is this instrument best suited?

_____

_____

D. How is a basal score established?_____

_____

E. How is the determination to discontinue the test made?

_____

_____

_____

F. General comments:_____

_____

_____

_____

SLOSSON INTELLIGENCE TEST

The Slosson Intelligence Test is useful as an individual screening instrument for both children and adults. It has been designed for use by school teachers, principals, psychometrists, psychologists, guidance counselors, social workers, school nurses and other responsible persons, who in their professional work, often need to evaluate an individual's mental ability.

Activity I. Think about these questions.

A. How does one determine at which item to begin testing?

_____

_____

B. How many consecutive items must be correctly answered prior to the first error to obtain the basal age?

_____

_____

C. How is the ceiling established?_____

_____

D. For what purpose was this instrument devised?_____

_____

_____

IF YOU NEED ASSISTANCE IN ANY OF THESE AREAS, COMPLETE THE FOLLOWING.

Activity II. Read the manual paying strict attention to the summary of administration and scoring procedure.

Activity III. Practice, with at least three school-age children, the administration of the Slosson Intelligence Test or until you feel at ease in the screening situation.

Child	Date	Birth Date	C.A.	Basal Age	Ceiling	M.A.
A						
B						
C						

Activity IV. In an actual screening situation, have a co-worker observe you using the Observational Evaluation Checklist provided.

SLOSSON DRAWING COORDINATION TEST

The Slosson Drawing Coordination Test is designed to identify individuals with various forms of perceptual disorders where eye-hand coordination is involved.

Activity I. See if you can answer these questions.

A. What kinds of deficits is the SDCT designed to identify?

_____

_____

B. What skills does the test pick up?

_____

_____

C. The SDC Test results may not show the true reading perceptual ability of subjects below what age?

_____

_____

D. Score the following SDC Test included.
(This test is a copy of an actual test given to a 9 year old with brain damage).
ALL ITEMS MUST BE COMPLETED CORRECTLY IN ORDER TO OMIT THIS ESPISODE.

Activity II. Read the SDCT manual. Special attention should be given to the instructions and examples of scoring.

Activity III. Practice by administrating the SDCT with at least three children or until you feel at ease in giving and scoring the test.

Child	Date	Age	Score	Errors
A				
B				
C				

Activity IV. Have a co-worker observe you in an actual screening situation using the Observational Evaluation Checklist.

Activity V. See how you do in answering these questions.

A. What kinds of deficits is the SDCT designed to identify?

_____

_____

B. What skills does the test pick up?

_____

_____

C. The SDC Test results may not show the true reading perceptual ability of subject below what age?

_____

_____

D. Score the SDC Test included on the following page. (This test is a copy of an actual test given to a young child). Make any comments necessary in this space below. _____

_____

_____

_____

DRAW-A-PERSON

The following information is provided to better equip you for the administration of the Draw-A-Person Test.

1. The child should be given a sheet of white paper and pencil (preferably without an eraser) and instructed to draw the best person he can.
2. If a complete person is not drawn, the child should be encouraged to finish. (If such encouragement is necessary, it should be noted.)
3. Have the child tell a story about his drawing. This story should be written under the picture or on the back. Include the information about when the story was told:
   a. If it is told simultaneously while drawing the child tends to stray from the task of drawing a person.
   b. If the child tells the story after drawing, does he/she become aware of flaws in drawing as a result of telling the story?
4. Information to be included on the back of the child's drawing:
   a. Name of child
   b. Name of person administering screening
   c. Date
   d. Child's date of birth

5. You are not expected to score this test, but be sure to collect all necessary data as suggested above. The scoring should be done by a professionally trained diagnostician. Interpretation of the story as it relates to the drawing carries psychological overtones and, as such, requires the opinions of a psychologist.

MOTOR DEVELOPMENTAL

CHECKLIST

Because all of the above instruments focus primarily on mental or fine motor skills, it was necessary to devise something to measure gross motor skills. After much research and input from our diagnostician, Carolyn Sullivan, the following list was compiled.

Activity I. Read the entire checklist to become familiar with the stages of motor development. It is included on the following pages.

Activity II. Assemble all materials necessary for carrying out this developmental screening. (see the key for the list).

Activity III. Determine the motor developmental age level of at least three children of various ages as practice before an actual screening.

Child	Date	Age	Developmental Age

Activity IV. During a practice screening, have a co-worker evaluate your work using the Observational Evaluation Checklist provided.

REPEAT ANY OR ALL OF THE ABOVE STEPS UNTIL YOU FEEL COMFORTABLE IN USING THIS MOTOR SCREENING DEVICE.

KEY

PEABODY PICTURE VOCABULARY TEST

Activity I.

A. 2

B. 10 to 15 min.

C. 3-3 to 17-6+

D. 8 in a row correct

E. miss 6 out of 8

Activity II.

Activity III. The necessary materials included:

(1) Test manual

(2) Individual test record

(3) Booklet containing pictures

Activity IV.

Activity V.

Activity VI.

A. 2

B. 10 to 15 min.

C. 3-3 to 17-6+

D. 8 in a row correct

E. miss 6 out of 8

SLOSSON INTELLIGENCE TEST

Activity I.

a. If you think a person is about average, start one year below chronological age. If seems dull or retarded, start two or three years below chronological age. If bright, start at chronological age.

b. Ten in a row prior to the first error.

c. Missed ten in a row.

d. General intelligence--devised for use by professionals, not necessarily diagnosticians.

Activity II.

Activity III.

Activity IV.

Activity V.

a. If you think a person is about average, start one year below chronological age. If seems dull or retarded, start two or three years below chronological age. If bright, start at chronological age.

b. Ten in a row prior to the first error.

c. Missed ten in a row.

d. General intelligence--devised for use by professionals, not necessarily diagnosticians.

SLOSSON DRAWING COORDINATION

Activity I.

A. Brain Dysfunction and eye-hand coordination.
B. Dexterity and Artistic ability.
C. -6
D. 70

Activity II.

Activity III.

Activity IV.

Activity V.

A. Brain Dysfunction and eye-hand coordination.
B. Dexterity and Artistic ability.
C. -6
D. 83

FACTORS TO BE KEPT IN MIND WHEN SCORING THE S.D.C.T.

1. A score of 85% or less indicates the necessity for more testing to be done. As the scoring is quite lenient, any deviations are quite indicative of visual perceptual problems.

2. Developmental aspects must also be considered. The older the child, the more significant the mistakes. On the two SDCT's included in this module, the test done by the older child (age 9-9) is scored much more strictly than that done by the younger child (ages 4-0).

3. In an actual screening situation, some figures in the SDCT may be scored as correct, but deviate from the figure shown in the test. It is advisable to make notations of all possibilities of:
   a. Directionality problems and reversals.
   b. Problems of visual closure.
   c. Figure ground difficulties and problems with spatial relations.
   d. Fine and gross motor difficulties.

DRAW-A-PERSON

Activity I.

MOTOR DEVELOPMENTAL CHECKLIST

Activity I.

Activity II.

0.6--Cube

0.9--Pellet

1.0--2 cubes, cup

1.3--Pellet, bottle

1.6--Ball, familiar objects, small chair, large chair, wrapped candy

2.0--Large ball, book, stairs, paper, pencil, coat or sweater

2.6--Ball, crayon, paper

3.0--Coat or sweater, paper, scissors, large ball, can, clothes pins, tricycle

3.6--Buttons to button

4.6--Tissue, paper, scissors

5.6--Paper

Activity III.

Activity IV.

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Observational Evaluation Checklist

Date: _____

Name: _____
Last First Middle

Instrument: _____

Evaluator: _____

Directions: Circle the appropriate number for each item.

Numbers "1" and "5" are to be used if the description fits; "2", "3" and "4" are relative values.

For example, circle the number "4" if the performance is better than average (or "3") but not as good as "5".

1. General Appearance

1	2	3	4	5
Inappropriately dressed for screening (attention attracting dress or accessories)		Average		Appropriately dressed

2. Poise

1	2	3	4	5
Obviously ill at ease		Average		Appears comfortable in situation

3. Rapport with students

1	2	3	4	5
Does not develop good rapport with child		Average		Develops good rapport with child

4. Voice

a. Volume

1	2	3	4	5
Too loud or too soft		Average		Well modulated

b. Quality

1	2	3	4	5
Distracting vocal habits; Monotone		Average		Maintains interest; good expression

c. Pitch

1	2	3	4	5
Gutteral Nasal; Shrill; Other_____		Average		Pleasant voice

5. Knowledge of Instrument

1	2	3	4	5
Must often refer to instructions		Average		Thorough understanding; proficient in screening skills

6. Ability to explain

1	2	3	4	5
Does not explain fully; instructions confusing		Average		Clear; concise directions; used examples where needed

7. Timing

1	2	3	4	5
Doesn't react to child's fatigue or stress; continues test as before		Average		Senses fatigue or stress in subject and acts appropriately (stops test momentarily; diverts attention; etc.)

8. Additional Comments

A. Habitual utterances: (well, all right, O.K., etc.)

_____

_____

B. Mannerisms which distract: _____

_____

C. General Comments: _____

_____

_____

_____